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ABSTRACT

Activities of the Adult Basic Education (ABE) Career Development Center, a demonstration project conducted by Essex County College in conjunction with the Newark Construction Trades Training Corporation, are reported. The project supplied career-related adult basic education to minority construction trainees and to trainees in other career areas. Additional objectives of the project were to develop a training program and career ladder for adult basic education teachers to serve the inner-city adult population, and to develop an instructional strategy which would enable trained paraprofessionals to teach basic skills. The project was staffed through small working teams composed of ABE Aides recruited from among community college students, ABE Associate Professionals with 150 hours of supervised experience as tutors or aides, and ABE Professionals and Specialists with varying combinations of experience and graduate training. During the course of the project, approximately 450 students attended and 265 completed from one to four ABE courses; the remainder either received instruction to develop a specific skill or left the program. Students were pre- and post-tested in reading and mathematics using the California Tests of Adult Basic Education, Level D. Results indicated that students progressed at a rate eight times faster than students in U. S. public school systems. Checklists of demonstrated skills, a proposed Associate Degree curriculum in Adult Basic Education, and an independent evaluation of the project are appended. (JDS)

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ADULT BASIC EDUCATION

FINAL REPORT

OF THE

ADULT BASIC EDUCATION CAREER DEVELOPMENT CENTER

IN THE NEWARK MODEL CITIES AREA

(GRANT NUMBER OEG 2-73-AB02 (324))

FOR THE PERIOD ENDING DECEMBER 31, 1974

The program reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Submitted by: James H. Howard
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April 5, 1976

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I. INTRODUCTION

For the fiscal year beginning July 1, 1972, Essex County College was awarded a 309(b) Grant to develop and operate a Special Experimental Demonstration Project in Adult Basic Education in Newark, New Jersey. The project was refunded for its second year. It was allocated approximately $100,000 in 309(b) funds for each of these two years. The funding was extended to December 31, 1974.

In 1972, Newark's unemployment rate was one of the highest in the country. The educational attainment level of its resident was worst than most other parts of the United States. The area appeared devastated by the riots of 1966.

In an attempt to revitalize the area, numerous major construction projects were initiated in 1971-1972. These construction projects could have very little affect on the unemployment rate of the Newark residents because the majority of residents were Black and/or Puerto Rican and the trade unions refused to accept them in the work force.

The unions claimed that these residents did not want to work, were not trained in the skilled trades and were not sufficiently educated so as to be able to benefit from union trade training programs.

Essex County College, in conjunction with the Affirmative Action Program as developed by the Newark Construction Trades Training Corporation (NCTTC) a community group, used the A.B.E. grant to provide career related basic education to minority construction trainees and to trainees in other careers.

The grant from the Department of Health, Education and Welfare; Office of Education, Division of Adult Education has provided an excellent opportunity to institutionalize our adult basic education teacher training model in cooperation with the newly formed CHEN and provided future teachers with the opportunity to function in many adult basic education settings and in a similar capacity with the same constituency that is increasingly appearing at Essex County College, Rutgers Newark and the New Jersey Institute of Technology.

The program emphasized the training of paraprofessionals as sensitive, knowledgeable and dedicated basic education teachers to serve the inner-city adult population. These para or associate professionals were given more and more responsibilities as their competency developed. They were excellent models for the students.

The successful implementation of the project illustrates the direct benefits of utilizing associate professionals to reach people who are difficult to motivate.

From September 1972 to December 1974 approximately 450 students attended. These students were in the following categories:

1. Journeyman trainees in the construction trades career ladder program of the Newark Construction Trades Training Corp. (approximately 180 trainees).

2. Participants in the Allied Health "Career Ladder" Training Program of the New Jersey College of Medicine and Dentistry (approximately 40 trainees).

3. Participants in the Public Employment Program of Newark (approximately 150).

4. Participants in the Career Ladder in Adult Education. There were 25 trainees in this category.

The concept of this project was developed in conjunction with representatives of the model Neighborhood Council, Model Cities Education Task Force, Educational Planners of the Community Development Administration and Adult Basic Education Specialists from Essex County College. The advice and counsel of the State and local departments of education are continuously sought and wherever possible incorporated into the program strategy.

There are a variety of reasons why many urban adults are inadequately prepared educationally. The reason for a particular ethnic group's experience may derive from its unique economic and sociological history. However, in the main, all undereducated ethnic groups share some common denominator of deprivation. All low income and urban minority groups can generally identify their educational ill-preparedness in several basic areas:

a. inadequate educational opportunities;
b. recent migration from rural or foreign areas;
c. psychological effects of racism or economic oppression; and,
d. distinct economic pressures which discourage the obtaining of a formal education.

Essex County College has used this project to prepare teachers for an urban teacher-training career ladder that would utilize low income, urban minority students who are generally first generation college students. These are students who have been most affected by urban deprivation. Seeking inner-city recruits to prepare for a career in urban adult education would create a cadre of future professionals who themselves had been earmarked for systematic exclusion from the traditional pre-professional process. An effective teacher for the urban setting and a good model for the inner-city adult would be the professional who has personally survived the detriments of educational deprivation. The teacher who himself has triumphed over profound educational

obstacles, including inferior schools, perhaps recovered in appropriate developmental and remedial college preparation and succeeded in two years of college work and who ultimately has the same psychosocio philosophy as his students could bring to adult education a preparedness that would complement and in some cases surpass in performance the traditionally middle class oriented professional. We recognize that few academic professionals in adult education are prepared or trained for urban minority and low-income students.

Essex County College through a variety of developmental programs has repeatedly demonstrated the teaching effectiveness of community college students who themselves came through remedial programs and became tutors and teacher counselors to new groups of educationally underprepared students entering the institution. This is one of the major factors which has made our developmental programs exemplary. This institution has several developmental-remedial programs, among them, the sci-math curriculum, the English 091-101 development course, the communication skills curriculum, the reading laboratory, the skills center, the learning lab, Project DEEP and its counterpart the Bilingual Project DEEP, Upward Bound and Special Services. All of these programs and offerings have integrally involved students as members of the teaching team, i.e., as teacher aids assisting students in remedial sections.

These programs presently have the more advanced students tutoring and counseling the new groups of needy students who have been admitted into the program. What seemed appropriate was to coordinate the continued training and experience of "urban adult student tutor teachers" who themselves still retain some vestiges of their former educational deprivation. These adults

needed assistance and guidance to continue preparation for completion of their A.A. degree at Essex County College and then the B.A. or M.A. at other institutions.

Essex County College further institutionalized this aforementioned concept and became the primary agent for nurturing our students' potential for becoming adult education instructors. The primary advantage of our institution taking the appropriate initiative is its strategic location in Newark, and its ability to coordinate career ladder programs for urban teachers of adult basic education on all three levels. Essex County College would provide the first and second-year program. CHEN, the Council of Higher Education in Newark, could provide the third and fourth years of study and Essex County College could provide internships for graduate students.

II. OBJECTIVES OF THE A.B.E. PROJECT

1. To provide a career ladder program for staff to become sensitive, knowledgeable and dedicated basic education teachers to serve the inner-city adult population. The degree of success for this objective is to be measured as the degree of academic progress of the students receiving basic education from this staff.

2. To provide the basic education that an adult needs when climbing his particular career ladder, be it construction trades, allied health, civil service or others so that previously undereducated and underemployed adults can obtain and maintain gainful employment.

   The success of this objective will be determined by evaluating students' attitudes as well as their performance on tests related to their personal objectives.

3. To provide the incentive, opportunity and guidance for these adults to continue their education. The success of this objective will be indicated each time a student voluntarily attempts to go beyond his initial educational goal or enrolls in a class to continue his education beyond the basic level.

4. To develop an instructional strategy which will enable trained associate professionals to teach basic skills in math, reading and communications to adults who are at any functional level from first grade to tenth grade.

The success of this objective will be demonstrated by the students performance on pre and post tests such as the California Tests of Adult Basic Education.

III. PROCEDURE

1. Staffing

We utilized a comprehensive thrust in this program including:

a. Screening of interested applicants for training as adult education teachers by Essex County College.

b. Identification of successful faculty in highly developed and effective remedial programs to serve as immediate academic supervisors.

c. Assignment part-time to an adult education program as a means of providing greater insight into adult learning involved in a basic education setting and of providing an opportunity to contribute to the teaching team in one or more of the College's remedial programs and special projects.

d. The counseling, evaluating, supporting and incorporating these participants systematically into our existing teacher training programs, with an option to specialize in adult basic education.

e. The involvement of these aides and students as soon as possible in a structured and evolving role, first as a tutor, then working with small adult groups and gradually being given greater professional responsibilities.

f. A parallel preparation through related classroom instruction and practicum assistance and constructive reinforcement.

The Adult Basic Education Career Ladder for staff will be implemented through team teaching within the project, and a career oriented approach to all subjects.

a. General Design

The ABE career ladder will consist of the following main steps:

1) "ABE Aide", required high school diploma.

2) "ABE Associate Professional", requires thirty college credits plus 150 hours of supervised experience as tutor or aide. Participants in this program will be monitored by our own professional staff that is either placed in one of the centers each semester, or an in-house person who is rotating among these

outreach programs for the purpose of observation and evaluation. Participants in this ABE program will be expected, over two years to complete all requirements for an Associate in Applied Science Degree in Urban Adult Basic Education, an added option to our existing choices for education majors.

3) "ABE Professional", requires B.A. and either concurrent enrollment in a graduate level teacher training program or the equivalent of one year full-time experience.

4) "ABE Specialist", requires a Master's Degree and one-year experience or a B.A. and three years experience. He would be the leader of a teaching team which consists of all four steps.

JOB DESCRIPTIONS

ADULT BASIC EDUCATION DIVISION

DIRECTOR:	The Director is responsible for the overall operation of the A.B.E. Project. This includes hiring the personnel and planning curriculum. It requires a background in education, administration and community involvement.
A.B.E. SPECIALIST:	This requires a Master's Degree and one year of experience or a Bachelor's Degree and three years experience in teaching. He will be involved in planning the curriculum and will lead teaching teams consisting of graduate students and A.B.E. Associate Professionals.
A.B.E. PROFESSIONAL:	This requires a Bachelor's Degree and either concurrent enrollment in a graduate level teacher training program or the equivalent of one year, full-time experience. He must prepare lesson plans based upon the objectives determined by the A.B.E. Specialists.
A.B.E. ASSOCIATE PROFESSIONAL:	He does tutoring and small group instruction under the supervision of A.B.E. Specialist.
A.B.E. AIDE:	Assists the staff with clerical and tutoring duties when possible.

In order to establish a career ladder at the earliest opportunity, which would ensure increasing practical experience and a substantial curriculum of basic education courses, we identified approximately 20 students in their

freshman year at Essex County College. These students, drawn from the developmental/remedial programs, were applicants who indicated a desire to become urban adult basic education teachers.

Once these trainees were selected, the second stage of the operation commenced.

a. The applicant was counseled concerning the opportunities (current and future) available in the urban adult education programs.

b. He or she was advised about the potential of an adult basic education major and its application to the current attention given by state, federal and municipal authorities to the plight of the cities, and the undereducated adults who reside therein.

c. The participants were made aware of the educational and employment opportunities available in adult education and curriculum development.

d. Students received academic counseling from the ABE advisor. Specific requirements and prerequisites were discussed by a liaison faculty member in the Education Department of Essex County College.

e. If the applicant accepted, he was enrolled in courses to strengthen his basic skills and his educational concepts.

f. The applicant had, in the meantime, made application for work study placement in an adult basic education program coordinated by project staff. He is assigned to specific duties in the developmental area as an adult basic education teacher aide for 15-hours weekly. He becomes part of the core group of eight people:

    1) A faculty member
    2) One A.B.E. Professional
    3) A program director - A.B.E. Specialist
    4) Four guided studies students in Adult Basic Education
    5) One A.B.E. Aide

As an undergraduate intern or aide, the trainee was responsible for tutoring on a one-to-one basis within his core adult student group. Undergraduate A.B.E. trainees must put in approximately 15 hours weekly in training to meet the requirements of the semester by observing the following schedule:

I. Academic Tutoring - 10 hours maximum weekly.

II. ABE Trainee seminar - one hour weekly.

III. Conference for the teaching team - one hour weekly.

IV. Evaluative meeting of the core group - one hour weekly.

V. Conference for program coordination, etc. - one hour weekly.

VI. Faculty/trainee sessions one hour weekly.

The key staff consisted of:

The Director who is an A.B.E. Specialist by virtue of his five years experience in teaching developmental and remedial courses to adults. He also has more than thirty graduate credits obtained while participating in a previous teacher training program.

A.B.E. Specialists - There have been three additional A.B.E. Specialists at various times during the 2½ years of federally-funded operation.

A.B.E. Professionals - There have been ten different A.B.E. Professionals assigned to the project at various times by the graduate intern program of the College. They were needed as A.B.E. teachers while the associate professionals were being trained and are not required beyond that point.

2. Associate Professionals

Although this A.B.E. Demonstration Project was not funded as a teacher training project, an important and unique aspect of the project was the utilization of paraprofessionals as instructors.

These Associate Professionals were selected on the basis of having a high school diploma and some college credit but no Bachelor degree. Applicants were interviewed to determine if they were really interested in teaching and could relate to the innter-city adult students.

After an Associate Professional was selected, his transcript was reviewed and he was tested to determine his current level of functioning in reading and math. This information was used as a basis for developing the individualized pre-service training for that person. The new Associate Professional or A.P. had to passively observe at least one class and then act as aide for another instructor.

The new A.P. is given his own group of students when both he and the director have confidence in the A.P.'s ability.

In-service training consisted of weekly seminars and workshops. The staff also attended the teacher training workshops that are conducted by the Adult Education Resource Centers of the State of New Jersey.

This A.B.E. Project developed four courses for staff development. They are:

"Organization of Adult Education"
"Adult Education Program Development" and
"Seminar and Practicum in Adult Basic Education I & II."

During the 2½ years that this project has been funded by the U.S.O.E., there have been a total of twelve employees in the category of Associate Professional. The employees were:

a. Betty T. was hired in September of 1972 after receiving an Associate Degree from Essex County College. She stayed with the project until January of 1973 when she left to study full-time for her B.A. degree.

b. Sandra E. worked in the project from November 1972 to September 1973. She started teaching in the project a few months after she had received her A.A. degree. She resigned from the project in order to complete her senior year in college.

c. Ruth D. worked in the project from March 1973 to June 1975. She received her A.A. degree in May 1973 and resigned in June of 1975 so that she could complete the requirements for her B.A. degree during that summer.

d. Frank B. started working in the project in March 1973 after he had dropped out of college in his second year. He re-entered college

in September of 1973 while continuing to work in the project. In November of 1973 he resigned for personal reasons that were not directly related to his relationship with the project.

e. Bernice L. worked in the project from April 1973 to September of 1974 when she accepted a similar job with the Essex County College Career Center. She received her A.A. degree while employed in the A.B.E. Project.

f. Tyrone P. worked in the A.B.E. Project from April 1973 to the present. He obtained his A.A. degree during this period and is currently completing the requirements for his B.A. degree.

g. Anthony L. worked in the A.B.F. Project from September 1973 to the present. He had previously dropped out of college after acquiring eighty-five credits and is currently planning to complete the requirements for his B.A. degree.

h. Timothy H. worked in the A.B.E. Project from September 1973 to June 1974 while working on his A.A. degree. He resigned to accept a better paying job as a bookkeeper.

i. Inez W. worked in the A.B.E. Project from September 1973 to August 1975. She acquired her A.A. degree while in the project and resigned to work full-time on her B.A. degree.

j. Howard W. worked in the A.B.E. program as coordinator from September 1973 to September 1974, during which time he received his B.A. degree. He resigned in order to accept a similar but higher position at the Essex County College Career Center.

k. Harry L. joined the staff in March 1974 shortly after he had received his A.A. degree. He is still employed in the project while completing the requirements for his B.A. degree.

l. Sheila G. joined the staff in March 1974 after previously dropping out of college as an upper freshman. She re-entered college in the summer of 1975 while still working in the project.

Certain factors were common to all of these Associate Professionals. They all lived or went to school in the Newark area. Ten of the twelve have one or more children. Six of the twelve have more than two children. All of the Associate Professionals completed college courses while employed by the project and five received degrees.

The Associate Professionals who resigned were influenced by their strong desire to spend more time in pursuit of the B.A. degree. They were also

influenced by the insecurity of working in a project that had short-term funding and a national economy that was forcing job applicants to be more competitive.

Though the A.B.E. Demonstration Grant ended in December 1974, none of the staff had to be laid off during the next six months.

Advantages that resulted from the use of paraprofessional instructors were:

a. We could afford to hire more of these instructors and therefore small class sizes could be scheduled.

b. Paraprofessionals are likely to have backgrounds that are similar to the A.B.E. students and will be accepted as peers.

c. Paraprofessionals have most likely experienced interruptions in their own education and know what it is like to renew their efforts at becoming better educated.

d. They can relate to and be models for the A.B.E. student.

e. The paraprofessionals are stimulated to develop their own career potential.

f. The paraprofessionals were never "too far above the students head."

h. They were able to demonstrate a sincere concern for students who had not previously observed this in teachers.

Disadvantages of using paraprofessionals:

a. They need intensive pre and in-service training. They had to be taught the subject matter or skill as well as the methodology before they could teach.

b. They lacked the sternness and objectivity that is valued in the professional.

c. Some allowed their personal problems to interfere with their work schedule at an alarming frequency.

d. They needed more supervision and technical assistance than would be expected if they had been professionals.

Based upon the academic progress of the students, I must state that advantages of utilizing paraprofessional instructors far outweighed the disadvantages.

3. Population and Sample

The participants for this demonstration project were selected from the adults in the Newark Planned Variation Model Cities area. Many adults in this area are undereducated and unemployed. In order to have the most comprehensive effect, we selected only those adults who were in existing job training programs. By this approach we avoided fragmentation and duplication of effort. We accepted only those students who were referred because of their apparent need for basic education. The A.B.E. aide and Associate Professionals were selected from among the Model Cities area residents who attended Essex County College. Since most of the people in this area are Black or Puerto Rican, most of the participants in the project were Black or Puerto Rican.

4. Facilities

The project was located at 222 Morris Avenue, the site of the Newark Construction Trades Training Corporation. This was ideal because it brings together under one roof the components of the four career ladders i.e., the Career Ladder Training Program of the New Jersey College of Medicine and Dentistry, the Public Employment Program, the Adult Basic Education Career Development Center of Essex County College as well as the Career Ladder Program of N.C.T.T.C. Our project provided the basic education component for these career programs.

Since we attempted to have a career oriented approach to our curriculum, it was most convenient that the career or skill components were housed with the education component. The staffs supplemented each other and coordinated the basic education with the occupational training of each group. This arrangement provided easy access to each group's resources and equipment.

Those who were associated with our Center had convenient access to the resources of Essex County College.

5. Curriculum Development

The entire instructional staff, career specialist (i.e., agencies that employed the A.B.E. students) and the students themselves were surveyed and encouraged to make suggestions for curriculum development.

The objective of each part of the A.B.E. curriculum is to develop a specific skill or to fulfill a specific student need as well as to make the student an open minded, observant and analytical person.

We developed skill sheets to be used with each student. The sheet is a sequential listing of behavior objectives. Whenever the student first demonstrates the desired behavior, that date is entered next to that behavior. These sheets serve as a syllabus, lesson plans, and student record. The teacher and the student can use these skill sheets to know what is expected next.

In addition to the basic skills of communication (i.e., reading, writing, and speaking) and computation, a unique by-product of the A.B.E. Career Development Project were the development of four courses at the Associate Degree level for specialization in adult education and the development of an Associate Degree curriculum in Construction Management which offers construction tradesmen an opportunity to earn a post-secondary degree directly related to their aptitudes, interests, and occupation.

6. Instructional Technique

The lesson plans are developed by the professional staff in consultation with the Associate Professionals. The professionals then make a presentation of the lesson for the benefit of the Associate Professionals. The Associate

Professionals then present the lesson to each of his groups of students who are at that skill level.

Pre and post testing are utilized to insure proper placement and progress of students.

Groups or classes are limited to ten students or less. They usually consist of five students and are conducted in sessions of eighty-five minutes each. Most of the students had a math class and a communications skills class with a ten minute free period between them. They attended this sequence of classes once each week. Other students attended the sequence twice each week on non-consecutive days. Students were usually given home assignments to reinforce the classroom learning.

Students were encouraged and guided to the discovery of most facts or concept that were important to the lesson. The instructor emphasized the importance of thought processes in learning as opposed to being satisfied with a correct answer that has no instructional value to the student. Students were encouraged to take advantage of readily available tutors if they had an above average amount of difficulty understanding any part of a lesson.

Associate Professionals were encouraged to obtain help from the A.B.E. specialist whenever necessary. The A.B.E. specialist might be asked to explain something to the Associate Professional or to the Associate Professional's group of students. This did not create any problems in class management because the Associate Professional had initially told his class that he was neither infallible nor all-knowing and everyone in the class is a full partner in the learning activity.

We used many commercially available materials in the project but are not dependent upon them. We used selected parts of the California tests of Adult Basic Education for pre and post testing but we also prepared or

adapted other tests to supplement these. Most of our instructional materials were teacher prepared or adapted for our particular use.

The instructional strategy usually consisted of:

a. Explaining the new concept.
b. Demonstrating the behavior desired.
c. Letting the student attempt and practice the desired behavior.
d. Repeating the explanation and demonstration.
e. Evaluating the students' performance as a measure of the success of the lesson.

The rate of instruction is determined by the progress of the group. If a student cannot keep up with his group, he is transferred to a group that is more compatible with his learning rate. In some cases this required group consists of only one student. Our students cannot fail because we continually adjust the program to his needs. Whenever the student masters the material or skills, he will be given credit for passing the courses.

IV. RESULTS

The students had been placed in individualized instruction, small group instruction or formal classes (10 students) as appropriate. The instruction is in math, reading, communication skills, urban studies, labor studies, or career experience (a supervised occupational activity that increases ones chances of promotion on the job).

From September 1972 to December 1974, the students have achieved the following:

Number of Students	79	91	30	34	31
Number of Courses Completed by Each	1	2	3	4	More than 4

This accounts for 265 students. The remaining students (approximately 185) were in individualized instruction to develop a specific skill rather than to complete a course or sequence of skills. Or they left the program

before they could complete any courses. Many left because there were changes in their job status that precluded their attendance in the project.

Most of our students were sent to our program to complement their on-job training. Many of these students were reluctant participants who came to our A.B.E. classes as part of their workday. Their work-releas. time schedule only allowed them to attend twelve hours of A.B.E. instruction per month instead of the one-hundred hours per month received by public school students.

Most of our students have all of their instruction scheduled for one day each week and thirty per cent of the students have missed two or more weeks because of changes in their job schedule.

The tables on the following four pages are based on the reading comprehension part and the non-verbal arithmetic part of the California Tests of Adult Basic Education, Level D.

MATH LEVEL (GRADE)

Pre	Post	Change	Testing Interval (Months)
6.9	8.4	1.50	9
5.0	7.0	2.00	9
6.2	6.0	-0.20	9
8.8	6.8	-2.00	5
6.9	13.0	6.10	5
6.1	6.4	0.30	9
5.9	7.8	1.90	13
6.5	6.5	0.00	12
7.5	7.7	0.20	5
7.7	8.5	0.80	2
7.6	8.3	0.70	4
10.6	11.5	0.90	4
7.4	8.3	0.90	3
6.6	6.9	0.30	4
6.6	9.0	2.40	17
6.4	6.6	0.20	8
2.9	8.3	5.40	12
5.1	6.4	1.30	4
7.3	9.9	2.60	6
6.5	7.1	0.60	21
7.1	11.5	4.40	5
6.5	7.5	1.00	13
6.7	8.3	1.60	9
6.0	7.2	1.20	11
7.0	7.1	0.10	7
7.5	8.7	1.20	5
6.2	6.8	0.60	3
6.5	7.0	0.50	5
6.6	7.0	0.40	20
5.6	8.4	1.80	4
5.3	6.7	1.40	23
6.6	7.0	0.40	13
6.8	7.8	1.00	18
Average: 6.7	7.9	1.2	9

Pre	Post	Change	Testing Interval (Months)
5.8	5.6	-0.20	11
6.5	6.4	-0.10	21
8.0	7.9	-0.10	10
6.8	10.9	4.10	2
8.3	9.1	0.80	10
6.1	9.0	2.80	1
6.7	6.7	0.00	10
7.1	7.4	0.30	8
5.3	6.0	0.70	5
7.9	9.6	1.70	9
4.4	6.3	1.90	7
7.1	7.5	0.40	21
7.5	7.8	0.30	5
6.1	10.4	4.30	7
6.9	7.1	0.20	17
5.6	7.6	2.00	11
7.3	7.6	0.30	8
7.2	8.6	1.40	9
7.2	9.0	1.80	9
6.3	8.0	1.70	4
7.5	8.4	0.90	3
6.3	8.5	2.20	3
6.0	7.2	1.20	11
8.6	9.4	0.80	7
7.5	8.7	1.20	13
7.8	7.4	-0.40	10
5.4	5.8	0.40	5
9.1	11.0	1.90	4
10.4	10.1	-0.30	2
6.1	7.0	0.90	22
6.4	6.5	0.10	27
5.0	7.0	2.00	9
6.1	7.8	1.70	9

READING LEVEL (GRADE)

Pre	Post	Change	Testing Interval (Months)
5.2	8.0	2.80	1
5.7	5.5	-0.20	12
5.2	4.8	-0.40	21
8.7	10.6	1.90	9
8.0	8.7	0.70	5
7.5	10.2	2.7	5
7.4	10.0	2.6	5
5.0	10.0	5.0	16
5.4	5.9	0.50	10
6.8	7.5	0.70	12
5.0	6.5	1.50	2
7.0	7.3	0.30	4
4.3	5.2	0.90	7
6.4	8.0	1.60	9
3.0	8.7	4.70	20
6.5	8.3	1.60	6
5.9	9.2	3.30	5
6.2	6.0	- .20	11
6.1	12.0	5.90	15
5.7	6.2	0.50	8
7.5	8.6	1.10	4
8.0	8.8	0.80	9
6.7	8.0	0.30	23
6.8	9.0	2.20	5
4.8	7.5	2.70	8
6.6	8.1	1.50	3
5.5	7.0	0.70	11
6.4	5.0	-1.40	7
6.3	7.5	1.20	8
6.5	8.5	2.00	3
6.6	7.7	1.10	5
6.0	7.3	1.30	10
4.0	5.9	1.90	20
6.0	6.7	0.70	1

Pre	Post	Change	Testing Interval (Months)
7.0	9.0	2.00	9
5.0	7.5	2.50	9
5.6	5.5	-0.40	9
7.0	5.2	-1.80	5
5.2	5.5	0.30	21
7.0	9.0	2.0	1
3.0	5.2	2.2	9
8.9	9.5	0.60	4
5.3	5.5	0.20	5
5.8	6.8	1.00	8
5.0	6.0	1.00	3
5.7	7.4	1.70	6
7.0	7.8	0.80	21
7.0	6.1	-0.90	4
8.5	10.0	1.50	1
6.2	6.6	0.40	16
5.1	5.3	0.20	1
7.7	10.0	1.50	14
8.3	8.7	0.40	16
7.5	8.6	1.10	4
7.0	11.0	4.0	9
6.8	8.9	2.10	5
6.5	6.0	0.50	4
5.0	10.2	5.20	9
6.8	6.8	0.00	11
5.5	5.7	0.20	4
6.0	6.7	0.70	2
7.4	8.0	0.60	13
6.1	7.5	1.40	12
7.3	7.5	0.20	10
8.1	9.3	1.20	6
8.5	11.2	2.70	4
7.4	10.3	2.90	16
6.8	6.6	-0.20	4

READING LEVEL (GRADE)

	Pre	Post	Change	Testing Interval (Months)
	5.7	5.5	0.70	23
	8.3	11.4	3.10	18
	5.0	9.2	4.20	13
	5.6	7.6	2.00	27
	6.8	9.8	3.00	9
	6.7	6.7	0.00	4
	5.0	8.0	3.00	9
	6.2	8.3	2.10	10
	7.0	9.0	2.00	9
Average:	6.2	7.7	1.5	9

SUMMARY OF TESTS RESULTS OBTAINED FROM A.B.E. STUDENTS WHO WERE IN THE A.B.E. CAREER DEVELOPMENT PROJECT DURING THE YEAR OF 1974

	Pre-test Grade Levels		Post-test Grade Levels	
	Reading	Math	Reading	Math
Average level	6.2	6.7	7.7	7.9
Lowest level	3.0	2.9	4.8	5.6
Highest level	8.7	10.6	12.0	13.0
Percentage of scores below 6.	36%	18%	19%	3%
Percentage of scores above 7.9	11%	9%	47%	41%
Largest increase			5.2 gr / 9 mo.	6.5 gr / 5 mo.
Average progress per month			.16 gr	.13 gr

Thirty-five percent of these trainees had missed two or more weeks of instruction because of changes in job schedules.

V. SUMMARY AND CONCLUSION

In spite of the small amount of instructional time per month and the initial lack of motivation, seventy-five per cent of the trainees have shown significant improvement in mathematics and sixty-one percent have shown significant improvement in reading. Approximately fifty students have obtained high school equivalency diplomas as a direct result of their studies in this A.B.E. project.

When the students' progress on the C.T.A.B.E. is related to the actual amount of instruction, we see that the students in the Essex County College Adult Basic Education Career Development Center in Newark are progressing at a rate that is eight times faster than students in the public school systems in the United States.

After evaluating the program based upon feedback from sponsors (i.e., employers), staff and students, and the pre and post tests results, we feel that the project has accomplished its objectives and has made a significant contribution to Adult Basic Education Career Development. However, because of the continuing economical and educational crises in Newark and elsewhere, there is a great need for this type of project to continue.

VI. CONTINUATION PLAN

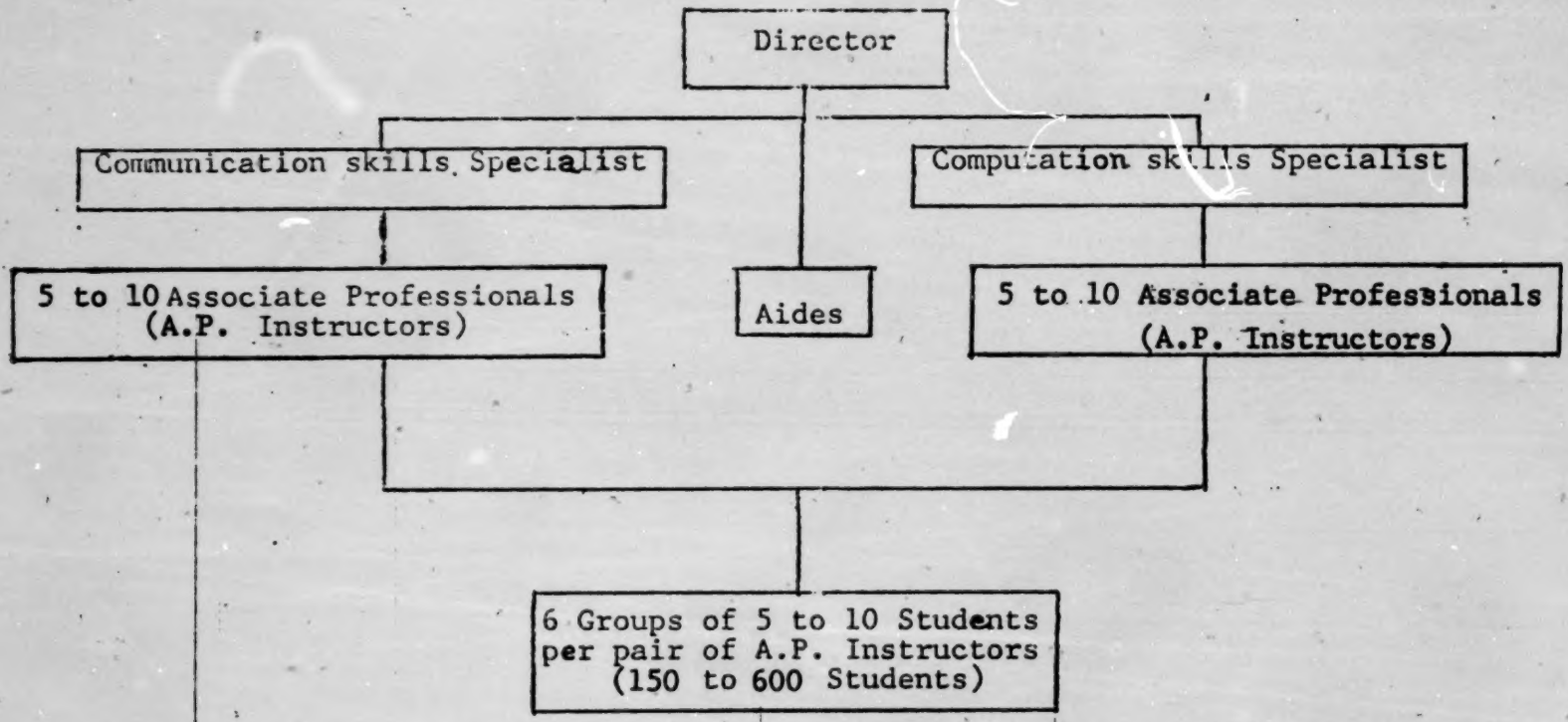
After the expiration of the U.S.O.E. 309B Grant, this Adult Basic Education Career Development Center is being funded by the Newark Construction Trades Training Corporation. They feel that the project is vital to the success of their affirmative action program.

Essex County College has institutionalized key aspects of the project by creating a permanent "Division of Career and Cooperative Education." The new Megastructure of the College contains four departmental learning centers which will utilize paraprofessionals as instructors under the supervision of a specialist. Many of the instructional strategies that were used in the demonstration project will be used in these departmental learning centers.

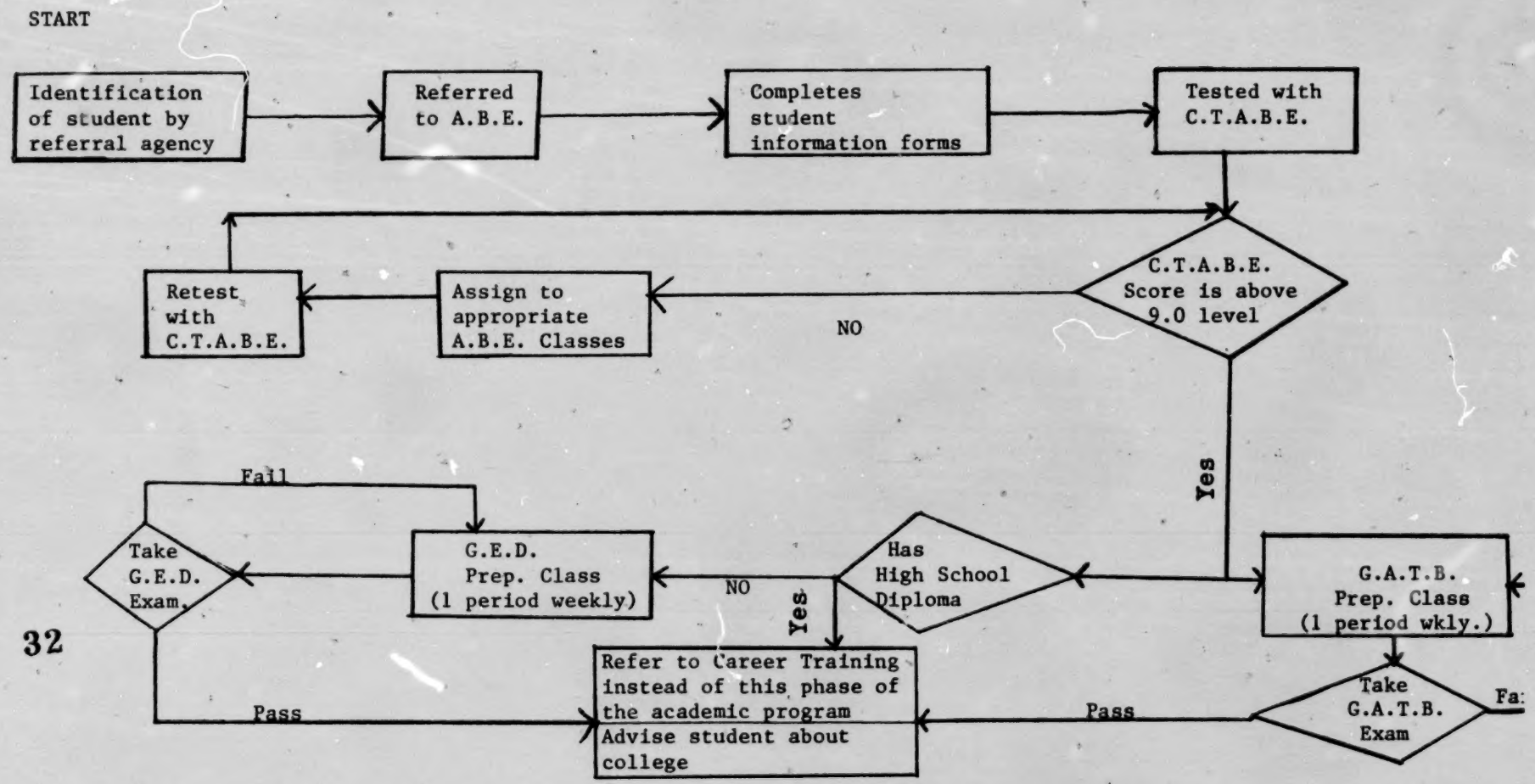
In November of 1975, the College began a series of Seminars for Minority Contractors. These seminars allowed the minority contractors to share the resources and experiences gained by the College during the three years that the demonstration project has been in operation.

APPENDIX

ADULT BASIC EDUCATION - ORGANIZATION CHART FOR INSTRUCTION


Director
Communication skills Specialist
Computation skills Specialist
5 to 10 Associate Professionals (A.P. Instructors)
Aides
5 to 10 Associate Professionals (A.P. Instructors)
6 Groups of 5 to 10 Students per pair of A.P. Instructors (150 to 600 Students)

PATH OF THE A.B.E. STUDENT



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AMENDED REPORT

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0783

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT
THE ADULT EDUCATION ACT, SECTION 309(b), TITLE III, P.L. 91-230
FINAL EXPENDITURE REPORT

CONTRACTOR OR GRANTEE (Name and address)
Essex County College
31 Clinton Street
Newark, New Jersey 07102

U.S. OE CONTRACT OR GRANT NUMBER
OEG-2-73 AB02 (324)

FISCAL YEAR OF AWARD: 1972 | PHASE: Final

PERIOD OF CONTRACT OR GRANT
From 7-1-73 To 12-31-74

INSTRUCTIONS: An original and three signed copies are to be submitted within sixty days following termination of the project.

MAIL TO:
Department of Health, Education, and Welfare
U.S. Office of Education
Bureau of Adult, Vocational, and Technical Education
Washington, D.C. 20202

PART I – EXPENDITURES	AMOUNT BUDGETED (a)	ACTUAL EXPENDITURES (b)	BALANCE (Col a minus Col b) (c)
A. DIRECT COSTS – ALL SOURCES			
1. PERSONNEL SALARIES	$ 85,142		
A. PROJECT DIRECTOR		$ 21,137	
B. OTHER KEY PERSONNEL, IF ANY		22,239	
C. INSTRUCTIONAL STAFF AND COUNSELORS (No. Full Time 7 ; No. Part Time 2)		41,416	
D. CONSULTANTS (No.)		350	
E. SECRETARIAL AND CLERICAL (No.)		-	
F. OTHER SUPPORTING STAFF (No.)		-	
G. SUBTOTAL FOR PERSONNEL SALARIES	$ 85,142	$ 85,142	$ -0-
2. OTHER DIRECT OPERATING COSTS			
A. TRAVEL	$ 1,224	$ 1,224	$ -0-
B. EQUIPMENT (Rentals and purchases)			
C. MINOR REMODELING OF SPACE			
D. OTHER EXPENSES (SUM OF (1) THROUGH (6))	11,384	11,384	-0-
(1) REQUIRED FEES, IF ANY		( )	
(2) EMPLOYMENT SERVICES AND BENEFITS Fringe		(9,303)	
(3) COMMUNICATION COSTS		(404)	
(4) SUPPLIES, PRINTING, AND PRINTED MATERIALS		(677)	
(5) RENTAL OF SPACE		(1,000)	
(6) UTILITIES AND CUSTODIAL SERVICES (If not included in any other item of this section and/or in indirect costs)		( )	
E. SUBTOTAL – OTHER DIRECT OPERATING COSTS	$ 12,608	$ 12,608	$ -0-
3. TOTAL DIRECT COSTS (Sum of Lines 1G and 2 E)	$ 97,750	$ 97,750	$ -0-
B. COST SHARING			
1. CONTRIBUTIONS OF GRANTEE	$	$	$
2. CONTRIBUTIONS FROM OTHER SOURCES			
3. TOTAL COST SHARING	$	$	$
C. TOTAL FEDERAL DIRECT COSTS (Line A3 minus line B3)	$ 97,750	$ 97,750	$ -0-
D. INDIRECT COSTS (Not to exceed 8 percent of Total Federal Direct Costs, Line C)	1,936	1,936	-0-
E. TOTAL FEDERAL FUNDS EXPENDED (Line C plus Line D)	$ 99,686	$ 99,686	$ 99,686

PART II – CASH SUMMARY	
A. TOTAL AMOUNT OF GRANT	$ 99,686
B. TOTAL FEDERAL GRANT FUNDS EXPENDED (Same as Part I, Line E, column b)	99,686
C. TOTAL GRANT FUNDS RECEIVED FROM FEDERAL GOVERNMENT	30,073
D. BALANCE DUE CONTRACTOR OR GRANTEE AGENCY (OR REFUND DUE FEDERAL GOVERNMENT)	$ 69,613

I CERTIFY THAT ALL OF THE INFORMATION CONTAINED HEREIN IS CORRECT TO THE BEST OF MY KNOWLEDGE

SIGNATURE OF PROJECT DIRECTOR	DATE	SIGNATURE OF FISCAL OFFICER AUTHORIZED TO REPRESENT GRANTEE AGENCY	DATE
[signature]	March 14, 1975	[signature]	March 14, 1975

OE FORM 3121-4, 9-71 REPLACES OE FORM 3121-4, 12-70, WHICH IS OBSOLETE

SOURCE, AMOUNT, AND PERIOD OF APPROPRIATIONS

A.B.E. LINES	TOTAL ANNUALIZED AMOUNT	M.P.D.O. 7/1/74-8/31/74	H.E.W. 7/1/74-12/31/74	N.C.T.T.C.
Direct Cost (Salaries)		A/C 19-9325	A/C 19-9219	A/C 19-9327 7/1/74-6/30/75
Director (1)	$ 17,150.00	$ 1,980.00	$4,620.00	$10,550.00
Coordinator (1)	12,100.00	1,631.00	3,248.00	7,221.00
A.B.E. Specialist (1)	12,100.00	1,631.00	3,248.00	7,221.00
Associate Professionals (7)	49,000.00	7,500.00	12,740.00	28,760.00
SUBTOTAL	$ 90,350.00	$12,742.00	$23,856.00	$53,752.00
Fringe (25%)	$ 22,587.00	$ 1,858.00	$ 3,569.00	$17,160.00
Curriculum Specialists (P/T Adjunct)	8,100.00			8,100.00
Aides P/T (4)	5,535.00			5,535.00
Guard P/T (1)	5,000.00			5,000.00
TOTAL PERSONNEL COSTS	$131,572.00	$14,600.00	$27,425.00	$89,547.00
Other Direct Costs (O.T.P.S.)				
Student Supplies	$ 1,117.00			$ 1,117.00
Education Equipment and Supplies	5,000.00			5,000.00
Classroom Improvements	1,626.00			1,626.00
Travel and Conferences (including local)	2,000.00			2,000.00
TOTAL O.T.P.S.	$ 9,743.00			$ 9,743.00
TOTAL PERSONNEL AND O.T.P.S.	$141,315.00	$14,600.00	$27,425.00	$99,290.00

A.B.E.

STUDENT'S NAME:_____ SS#_____

SPONSOR_____ DATE_____

ASSIGN	DATE		Math Skill Demonstrated
6,7		1.	Adding whole numbers.
9-11,147-149,161		2.	Adding and subtracting signed numbers.
166,169,170,172		3.	Multiplying and dividing signed numbers.
Concept		4.	Expressing division and ratios as fractions.
50,51		5.	Adding fractions with common denominators.
52,78		6.	Adding with different denominators.
Concept		7.	Special forms (decimals & %) for fractions that have denominators like: a/10, a/100. .a , .0a , a%.
180,186		8.	Substituting number values for "a".
93,98		9.	Converting decimals to and from fractions.
123,124		10.	Converting from fractions & decimals to %.
127-132		11.	Interconverting fractions, decimals & %.
100		12.	Adding decimals.
81-83		13.	Adding & Subtracting mixed numbers & decimals.
102,103		14.	Multiplying and dividing decimals.
56,59,83-85		15.	Multiplying and dividing fractions.
198		16.	Combining like terms (Ex. 2A+3B+4A=6A+3B).
207,208		17.	Multiplying & dividing with measurements.
106		18.	Adding, multiplying & dividing with measures.
Concept		19.	Converting to and from exponential forms.
200-205		20.	Calculating with literal forms.
194,212-218		21.	Solving linear equations in one unknown.
224,225,87,88,		22.	Solving word problems
136-139,228-232,	ITED	" " "	
Optional		23.	Calculating square roots.
"		24.	Solving linear equations in two unknowns.
"		25.	Factoring a polynomial.
"		26.	Drawing graphs of equations.
"		27.	Deriving equations from graphs.
"		28.	Solving quadratic equations.

Step A : Skills 1-15. Step B : Skills 2-4,8,16-21.

Step C : Skills 2-4,8,20,21,22-28. Use approx. 12 class hours and 18 homework hours per step. Conduct classes on non-consecutive days for 2 hrs./day.

STUDENT'S NAME: _____ S.S.#: _____

SPONSOR: _____ DATE: _____

DATE	ENGLISH WRITING SKILLS DEMONSTRATED
_____	1. Spell correctly the words that are most frequently used.
_____	2. Spell words according to the standard spelling rules.
_____	3. Give definition of a sentence and write examples that conform to simple declarative sentences.
_____	4. Give definition of a questions and write examples that conform.
_____	5. Define and distinguish verbs and nouns.
_____	6. Apply principles of capitalization.
_____	7. Utilize periods, question marks and commas correctly.
_____	8. Define and distinquish phrases, clauses and sentences.
_____	9. Substitute correct pronouns for nouns.
_____	10. Use adjectives and adverbs as limiting factors or modifiers in a sentence.
_____	11. Utilize correct grammar and syntax.
_____	12. Apply principles of punctuation.
_____	13. Construct examples of compound subjects, compound predicates, compound sentences and combinations of these.
_____	14. From a multiple choice source, select appropriate details to support a stated generalization. Write the generalization and details in logical order.
_____	15. Define and write a well developed paragraph.
_____	16. Develop paragraphs fully in a three to five paragraph essay utilizing the various kinds of sentences (see #13).
_____	17. Proofread, correct any mistakes that are present and substitute more appropriate wording where desirable.
_____	18. Express your ideas in writing so as to influence others.

STEP A	Skills 1-7		
STEP B	Skills 6-13	37	2 hours per skill in class and 3 hours home
STEP C	Skills 13-18		

DATE:_____ READING SKILLS DEMONSTRATED BY: NAME_____

_____

_____ 1. Recognition and oral reading of the letters of the alphabet.

_____ 2. Oral reading of words that appear on common signs.

_____ 3. Say and write initial consonant sound in words pronounced for him.

_____ 4. Read orally the list of 600 words most frequently used.

_____ 5. Properly use these 600 common words in sentences.

_____ 6. Identify by spelling the consonant blends in the initial position.

_____ 7. Identify by spelling the digraphs in the initial position.

_____ 8. Say the vowels that one hears in initial and medial positions.

_____ 9. Separate common endings, i.e. prefixes and suffixes, from root words.

_____10. Say how many syllables are contained in words after they are pronounced by the instructor.

_____11. Separate compound words into individual words.

_____12. Separate words into syllables by applying proper rules.

_____13. Pronounce and blend syllables into recognizable words.

_____14. Read simple sentences.

_____15. Tell what kind of activity or action took place in simple sentences. Tell who performed the action.

_____16. Read fluently (orally) material up to the third grade level.

_____17. Respond correctly to questions on material (3rd grade level) read.

_____18. Respond correctly to questions on material (3rd grade level) that have been read silently. Paraphrase the content.

_____19. After having silently or orally read material on 6th grade level, answer questions.

_____20. Read a paragraph and pick out the generalizations.

_____21. Read a paragraph and pick out the supportive details or specifics.

_____22. From a multiple choice source, select appropriate details to support a stated generalization. Arrange in logical order.

_____23. From a multiple choice source, select appropriate generalization implied by the stated details.

_____24. Read a list of related details and then develop an appropriate generalization.

_____25. Read material at 10th grade level and answer related questions.

(Proposed Curriculum)

ADULT BASIC EDUCATION
(Associate in Applied Science Degree)

The Adult Basic Education Program is designed to prepare men and women to serve as associate teachers in community adult basic education activities. This curriculum reflects the growing need in urban areas for trained, competent paraprofessionals in community agencies and schools which have adult basic education components.

The curriculum consists of Social Science and Liberal Arts courses, as well as the specialized courses in Adult Basic Education. Credit is given for work experience, and students are exposed to the newest ideas and practices in basic education.

Applicants for this program should demonstrate an interest in working with adults who have academic deficiencies; and they should have the ability to work well under supervision. Due to the special nature of the curriculum, the Adult Basic Education Program will evaluate each student at the conclusion of the first year to determine fitness for continuing in the program.

The following is a summary of the credits required in the proposed Adult Basic Education Degree (Associate in Applied Science):

Adult Basic Education Courses	12 credits
General Education Courses	9 credits
Psychology Courses	6 credits
Mathematics Courses	6 credits
Reading Course	3 credits
English Courses	6 credits
Social Science Courses	6 credits
Related Electives	12 credits
Total	60 credits

A more complete presentation of these requirements is presented below and on the following pages:

I. Adult Basic Education Courses:

(12 credits required):
ABE 101 - Organization of Adult Education (3 cr.)
ABE 102 - Adult Education Program Development (3 cr.)
ABE 229 - Seminar and Practicum in Adult Basic Education I (3 cr.)
ABE 230 - Seminar and Practicum in Adult Basic Education II (3 cr.)

Tentative Descriptions for Proposed New Courses
in the Proposed Adult Basic Education Curriculum

A. Proposed Adult Basic Education Courses:

ABE 101 - Organization of Adult Education 3 credits

Organization and analysis of American adult education, its functions, and its typical organizational structures and relationships. The organization of the adult education enterprise is studied in relation to community structure and social forces. Problems and tasks in finance and facilities, personnel, program and community relations.

ABE 102 - Adult Education Program Development 3 credits

An analysis of theory and recent research relevant to the design of effective learning experiences for adults. Topics include community survey, clientele analysis, specification of goals and objectives, staffing, selection and organization of learning experiences, program interpretation, and evaluation.

ABE 229 - Seminar and Practicum in Adult Basic Education I 3 credits

This course is designed to offer an academic seminar to accompany a supervised adult basic education teaching experience. This course is for paraprofessionals employed as associate professionals in adult basic education centers. Using the seminar method, the class will share, analyze, evaluate, integrate, and extend the students' professional concepts learned in their academic program as they relate to their job experiences.

ABE 230 - Seminar and Practicum in Adult Basic Education II 3 credits

Continuation of ABE 229.

B. Proposed Mathematics Courses:

MTH 107 - Mathematics for the Basic Education Teacher I 3 credits

A content course for prospective adult basic education teachers dealing with the mathematics concepts which are basic to understanding the math involved in modern adult business and economic life. Topics include the language and nature of deductive reasoning, numbering systems, the natural numbers, the integers, and the rational numbers.

MTH 108 - Mathematics for the Basic Education Teacher II 3 credits

A content course for prospective adult basic education teachers dealing with the mathematics of modern adult business and economic life. Emphasis will be on the application of fundamental mathematical principles to business: ratio and proportion, percentage, discounts, interest, graphs, measurements, and annuities.

C. Proposed Psychology Course:

PSY 225 - Developmental Psychology: Adult Learner 3 credits

A study of theory and research on learning and development during the adult life cycle, with emphasis on recent research on learning and personality development during young adulthood, middle age, and old age. Adult education emphasis.

II. General Education Courses: (For a total of 9 credits)

Required: EDU 209 - Audio-Visual Aids (3 credits)

Select two courses (6 credits) from the following:

EDU 101 - Introduction to Education (3 cr.)
EDU 103 - Philosophy and History of Education (3 cr.)
EDU 105 - Educational Theory and the Black Experience (3 cr.)
EDU 207 - Principles and Practices in Education (3 cr.)

III. Psychology Courses: (For a total of 6 credits)

Required: PSY 101 - General Psychology I - Personality and Social Aspects (3 cr.)
PSY 220 - Psychology of the Adult Learner (3 cr.)

IV. Mathematics Courses: (For a total of 6 credits)

Required: MTH 107 - Mathematics for the Basic Education Teacher I (3 cr.)
MTH 108 - Mathematics for the Basic Education Teacher II (3 cr.)

V. Reading Course: (For 3 credits)

Required: RDG 101 - College Reading Strategies (3 cr.)

VI. English Courses: (For a total of 6 credits)

Required: ENG 101/102 - College Composition I and II (6 cr.)

VII. Social Science Courses: (For a total of 6 credits)

Required: (6 cr. from the following course sequences)

HST 101/102 - World Civilization I, II (6 cr.)
HST 201/202 - American History I, II (6 cr.)
HST 211/212 - Afro-American History I, II (6 cr.)
HST 215/216 - Latin American History I, II (6 cr.)
HST 219/220 - Survey of African History I, II (6 cr.)
HST 221/222 - Survey of Asian Civilization I, II (6 cr.)
HST 234/235 - Modern European History I, II (6 cr.)
SSC 101/102 - Foundations of Modern Society I, II (6 cr.)

VIII. Related Electives: (For a total of 12 credits)

Select any 12 credits from the following courses:

SOC 108 - Social Problems (3 cr.)
SOC 203 - Racial and Cultural Minorities (3 cr.)
SOC 204 - Urban Sociology
SOC 205 - The Sociology of the Black Community in Contemporary America (3 cr.)
PSY 215 - Psychology of the Black Experience in America (3 cr.)
POL 204 - Urban Politics and Planning (3 cr.)
URS 101/102 - Theories of Urban and Community Development (3 cr.)
URS 105/106 - Different Cultures in the Urban Environment (3 cr.)
SEC 101 - Elementary Typewriting (3 cr.)
BUS 291 - Personal Finance (3 cr.)
ANT 101 - Cultural Anthropology (3 cr.)
GRP 101 - Group Dynamics (3 cr.)
ECO 206 - Economic Theory and the Black Experience (3 cr.)
SCI 111 - Man and Technology (3 cr.)

It is anticipated that the Adult Basic Education Curriculum would be supervised by the Education Department in the Social Science Division at Essex County College. Approvals for the curriculum would be required from the Divisional Curriculum Committee, the College-Wide Curriculum Committee, the Board of Trustees, and the Board of Higher Education.

TEACHERS COLLEGE COLUMBIA UNIVERSITY

NEW YORK, NEW YORK 10027

DEPARTMENT OF APPLIED HUMAN
DEVELOPMENT AND GUIDANCE

Box 75

March 20, 1974

Mr. James Howard
Director
Adult Basic Education
222 Morris Avenue
Newark, New Jersey

Dear Mr. Howard:

Subsequent to your follow-up meeting with a member of our independent evaluation team and a review of the content of that meeting with me, I wish to express to you our recognition of the progress observed in your program since last summer. These following observations have enhanced the opportunities and services now available to community members of the Newark area.

1. The addition of a reading specialist and general staff whose specialization is directed toward those persons distributed in the 0-4th grade academic levels is especially rewarding.

2. The development and posting of an organizational chart with accompanying job descriptions should extend clarity to administrative functions and staff relationships.

3. New staff will be most appreciative to the newly formalized orientation procedure.

4. The involvement of senior staff in the selection of new staff personnel should result in increased staff motivation and a better process of selection.

5. Curriculum development should reflect a better instructional program since you have obtained the services of specialists in math, reading and communications. Staff attendance at the Region II Staff Development Program conferences and in the workshops provided by the Council of Higher Education in Newark (CHEN) are also indicative of your concern to provide continuous training for your professional staff.

6. The work area that you've provided for teachers enables them to have access to working space to develop instructional programs.

7. Consultation with students toward the development and scheduling of new courses is a step forward. It is good to find that through your efforts Essex County Community College has provided an instructor and resources that nowprovide a course in Blueprint Reading. As you indicated, I too, anxiously await the start of the course in Labor Relations. Provision of these courses at no cost to the students is commendable.

8. The emphasis you've internally placed on staff development is likewise commendable in that you've developed four courses to serve this purpose. Further evidence of this excellence is demonstrated by the fact that HEW's Region II Staff Development Office has expressed an interest in recommending and publicizing this program when it is ready to be put into operation.

9. The expansion of your program to senior citizens demonstrates your eagerness to serve a variety of citizens in your community, and takes an another program perspective- that of attending to the problem of homebound instruction.

10. Your association with the Citizen's Advisory Board (from the Mayor's office) in the form of some monetary support to provide program reports and site visitations should result in the identification of other groups whom you might serve.

11. Your affiliation with the Higher Education Career Center in Newark also is a great step forward. My understanding is that it is funded under Title III to provide educational services to those persons currently employed by city agencies, but who could not upgrade their present employment until they have acquired the necessary credentials and entry level skills prerequisite to jobs offering greater responsibility and monetary compensation. Your being able to provide basic education for those persons who must acquire that competence before entering the Higher Education aspect of this program affords those recipients opportunities otherwise unavailable. Consequently, you have increased the substance of your program by now having relationships with and services available from those resources already in alliance with the Title III program- Rutgers University, Newark College of Arts and Science; Newark College of Engineering; New Jersey College of Medicine and Dentistry; New Jersey Department of Institutions and Agencies, a division of Youth and Family Services; Local #1199 (Hospital workers. They also provide a teacher in your program and release time for students); Newark Chamber of Commerce (which also has released a person from their staff to aid your instructional staff); and the Leaguers, Inc. (who provide a counselor from this independent community-based organization). The inclusion of these resources is fantastic.

Our evaluative efforts indicated to us that your program was exceptional in terms of its potential to provide services to the citizens of Newark. To observe the above indicators of progress in such a short period of time has been most gratifying.

This letter is primarily intended to be directed to you as our recognition of your excellent leadership. Since it is our view that this program be given continued support, you may reproduce and distribute copies of this letter if you wish.

Continued success and best wishes.

Sincerely,

Edmund W. Gordon, Ed.D.
Professor and Chairman

pr

Independent Evaluation of
a Special Demonstration Project
at Essex County College
Newark, New Jersey

Funded by Grant Number OEG 2-73-AB02 (324)
made under authorization provided in
Section 309 (b), Title III
P.L. 91-230 - The Adult Education Act

Grant Period

January 1, 1974 - December 31, 1974

Evaluation Conducted by

Jack Orcutt
Executive Director
The Junior and Community College Institute
1875 Connecticut Avenue, N.W. - Suite 1013
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July, 1976

The program reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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I. Background

For the Federal fiscal year beginning July 1, 1972, Essex County College (hereafter referred to as ECC) was awarded a grant under Section 309 (b), Title III of the Adult Education Act to develop and operate a Special Experimental Demonstration Project in Adult Basic Education in Newark, New Jersey. The project was refunded for a second year. Approximately $100,000 in Federal funds were allocated each year to support this project. Although the second year of funding was to have ended June 30, 1974 permission was granted for the project to extend through December 31, 1974.

The historical factors which led to the development of this special demonstration project have been thoroughly discussed in ECC grant applications and reports as well as in the independent evaluation which covered program activities through December 31, 1973. This report will not restate these historical descriptions and will deal specifically with project activities under this grant covering the period January 1 through December 31, 1974.

Reference at this time, however, should be made to the Newark Construction Trades Training Corporation (hereafter referred to as NCTTC) which previous reports have identified as the organization which provided much of the impetus for the Adult Basic Education Project.

II. Evaluation Procedures

As a result of competitive bidding the Junior and Community College Institute, Washington, D.C. was asked to conduct the independent evaluation of ECC's Adult Basic Education (hereafter referred to as ABE) Project for calendar year 1974.

One of the factors considered by ECC in asking the Junior and Community College Institute to evaluate the ABE Project was this organization's familiarity with the ECC Higher Education Career Center. The Junior and Community College Institute has evaluated the activities of the Higher Education Career Center for the past two years. Many of the students in the ABE Project have come from the Higher Education Career Center.

On-site evaluation was conducted by Mr. Jack Orcutt, Executive Director of the Junior and Community College Institute July 8 and 9, 1976. Prior to this visit Mr. Orcutt reviewed a draft of ECC's "Final Report of ABE Project" as well as the independent evaluation of the project which covered the period July 1, 1972 through December 31, 1973. (See Exhibits 1 and 2 in the Appendix of this report for Mr. Orcutt's vita and a brochure describing the Junior and Community College Institute.)

During the on-site visit Mr. Orcutt interviewed the following individuals:

William Calvert, NCTTC Plumbing Shop Instructor
James Howard, Director, ECC Adult Basic Education Project
Harry Little, ABE Associate Professional
Dick McMullen, Director of Education, NCTTC
Tyrone Parker, ABE Associate Professional
James Walker, Executive Director, NCTTC
Six NCTTC Trainees who have been involved in the ABE Project since calendar year 1974.

The procedures and criteria utilized in this evaluation were specified in a letter dated July 7 from Mr. Orcutt to ABE Director Mr. James Howard. A copy of this letter may be found as Exhibit 3 in the Appendix of this report.

This evaluation report was prepared by Mr. Orcutt and he assumes full responsibility for its contents.

III. Assessment of the Effectiveness of the ABE Project in Achieving its Stated Objectives

A. Objective One

The first objective of the ABE Project as stated in the Project Management

Plan dated May 21, 1973 is

> "To provide a career ladder program for staff to become sensitive, knowledgeable and dedicated basic education teachers to serve the inner-city adult population. The degree of success for this objective is to be measured as the degree of academic progress of the students receiving basic education."

As stated in Mr. Orcutt's letter of July 7, 1976 "the procedures to be utilized in assessing this success will be a review of available pre-and-post-test scores for students enrolled in the project during the 1974 calendar year.

The Project Management Plan referred to above was reviewed by Mr. Orcutt during his on-site visit. A copy of this plan has not been included with this report, but it is Mr. Orcutt's understanding that this plan has previously been submitted to United States Office of Education personnel. Readers of this report wishing to refer to this plan should contact Mr. Howard, ABE Project Director or the United States Office of Education Project Officer for this grant.

History of ABE Teacher Training

Although this ABE Demonstration Project was not funded as a teacher training program, an important aspect of the project was the utilization of para-professionals as instructors.

References in previously submitted reports and evaluations have reflected the fact that Essex County College, in conjunction with the Affirmative Action Program as developed by the Newark Construction Trades Training Corporation, used the ABE grant to provide career related basic education to minority construction trainees and to individuals preparing for other careers.

From previous experiences with inner-city students ECC personnel had come to realize that an effective teacher for this project would be an individual who had survived the obstacles of an urban setting such as Newark and who had the same psycho-socio perspective as the ABE student. What seemed appropriate was to coordinate the continued training and experience of urban adult student

tutor teachers who themselves still retain some vestiges of their formal educational deprivation. These adults need assistance and guidance to continue preparation for completion of their associate degree at ECC and then the B.A. and M.A. at other institutions.

Utilizing this premise the ECC ABE Demonstration Project developed the following career ladder staffing pattern:

1. "ABE Aide". Requires high school diploma.

2. "ABE Associate Professional". Requires thirty college credits plus 150 hours of supervised experience as tutor or aide. Participants in this program will be monitored by our own professional staff that is either placed in one of the centers each semester, or an in-house person who is rotating among these outreach programs for the purpose of observation and evaluation. Participation in this ABE program will be expected, over two years to complete all requirements for an Associate in Applied Science Degree in Urban Adult Basic Education, an added option to our existing choices for education majors.

3. "ABE Professional". Requires B.A. and either concurrent enrollment in a graduate level teacher training program or the equivalent of one year full-time experience.

4. "ABE Specialist". Requires a Master's Degree and one year experience or a B.A. and three years experience. He or she would be the leader of a teaching team which consists of all four steps.

The final report of the ABE Project prepared by its Director delineates the career growth of the twelve individuals who have been employed as associate professionals during the project. This descriptive information clearly indicates that these individuals have been motivated to continue their own educational development.

Assessment of Achivement of Objective One

The approach utilized in assessing the achievement of providing a career ladder program for staff to become effective Adult Basic Education teachers is the degree of academic progress of their students. The academic progress of students was measured by pre-and-post-test scores on the reading comprehension part and non-verbal arithmetic part of the California Tests of Adult Basic Edu-

cation, Level D.

This evaluator was presented with the following pre-and-post-test data for individuals who were in the ABE Project during 1974:

Non-Verbal Arithmetic

Number Tested - 66

Average Pre-Test Level (Grade)	-- 6.7
Average Post-Test Level (Grade)	-- 7.9
Average Grade Level Advance	-- 1.2
Average Testing Interval	-- 9 months
Lowest Pre-Test Level	-- 2.9
Lowest Post-Test Level	-- 5.6
Percentage of Pre-Test Scores below 6	-- 18%
Percentage of Post-Test Scores below 6	-- 3%
Percentage of Pre-Test Scores above 7.9	-- 9%
Percentage of Post-Test Scores above 7.9	-- 41%
Largest Increase	-- 6.5 grades in five months
Average Progress per Month	-- .13 grades
Number of students who showed no change or decreased in grade level	-- 8

Reading Comprehension

Number Tested - 77

Average Pre-Test Level (Grade)	-- 6.2
Average Post-Test Level (Grade)	-- 7.7
Average Grade Level Advance	-- 1.5
Average Testing Interval	-- 9 months
Lowest Pre-Test Level	-- 3.0
Lowest Post-Test Level	-- 4.8
Percentage of Pre-Test Scores below 6	-- 36%
Percentage of Post-Test Scores below 6	-- 19%
Percentage of Pre-Test Scores above 7.9	-- 11%
Percentage of Post-Test Scores below 7.9	-- 47%
Largest Increase	-- 5.2 grades in nine months
Average Progress per Month	-- .16 grades
Number of students who showed no change or decreased in grade level	-- 10

In addition the evaluator was informed that approximately fifty students have obtained high school equivalency diplomas as a direct result of their studies in the ABE Project.

The improvements in reading and mathematics skills evidenced by the above reported test scores presents, in this evaluator's opinion, clear evidence that

ABE students in this project have progressed significantly academically. According to the measure of achievement established for this objective we can conclude that this objective has been achieved.

It should be noted that the NCTTC trainees who participated in the ABE program attended ABE class sessions at most for one-half day per week. This arrangement permitted the trainees to work on construction job sites four days a week and to be involved in construction shop learning activities one-half day per week. It should also be noted that some trainees' continuity in the program was interrupted by fluxuating availability of construction job opportunities.

B. Objective Two

The second objective of the ABE Project as stated in the Project Management Plan dated May 21, 1973 is

> "To provide the basic education that an adult needs when climbing his particular career ladder, be it construction trades, allied health, civil service or others so that previously undereducated and underemployed adults can obtain and maintain gainful employment. The success of this objective will be determined by evaluating students' attitudes as well as their performance on tests related to their personel objectives."

As stated in Mr. Orcutt's letter of July 7, 1976 "the procedure to be utilized in assessing this success will be to interview those students who are currently available who were enrolled in the project during the 1974 calendar year." The interview guide which may be found as Exhibit 4 in the Appendix of this report was utilized for these interviews.

Of the sixty NCTTC trainees who were enrolled in the ABE Project during the summer of 1976, approximately fourty had been in the project since 1974, the year encompassed in this evaluation. During Mr. Orcutt's on-site visit he

was able to interview six of the group who had participated since 1974.

In addition to the questions on the interview guide each trainee interviewed was also asked a) the year he entered the program, b) his trade and c) his age. Many of the responses to the interview questions were couched in the terminology of the construction trades. For the information of the reader of this report, it should be noted that the NCTTC program with which this ABE Project was affiliated provided opportunities for jobs in the construction trades for minority individuals according to a specific affirmative action plan. This plan, however, did not change the basic apprenticeship and journeymen requirements of the construction trades unions. The construction trades required an apprenticeship period of up to five years, depending on the trade and previous experience before journeyman status could be achieved. Journeyman status would permit an individual to perform his trade on his own. In the construction trades the term "getting one's book" is used to indicate that you have achieved apprenticeship status and are so listed on the book of a particular construction trades union.

Interview Results

The results of the interview of the six NCTTC trainees, utilizing the interview guide plus the three other aforementioned questions, were as follows:

A. Year entered program.

One in 1972
Four in 1973
One in 1974

B. Trade.

Two in sheet metal, one each in brick masonry, plumbing, carpentry (started as iron worker) and steamfitting (started as welder).

C. Age.

Two - 26
Two - 29
One - 25
One - Undetermined

1. Reason for entering program.

Five heard of the program through a friend already enrolled or working on a construction site. One was referred by an anti-poverty agency in Elizabeth, New Jersey.

2. What did you expect from the program (i.e., what were your personal objectives)?

The expectations for the program of the six interviewees were, as you might expect, similar. They expected to be able to get apprentice and then journeyman's books to practice their trades and earn the excellent wages being offered (up to between $11 and $12 per hour). Concurrent with this expectation was that of obtaining more education and with those not having high school diplomas to obtain a High School Equivalency Diploma (GED).

3. Were expectations realized (i.e., were these objectives realized)?

All six interviewees indicated that their expectations had been and were continuing to be realized.

4. Do you have positive feelings about the program?

All six interviewees responded yes, because their expectations were being realized.

5. What are your feelings about the ABE Project staff?

All six interviewees indicated good to excellent feelings about the ABE Project staff. The interviewees were especially positive about the fact that they felt they were considered as individual persons with an identity and problems of their own.

6. What are your feelings about NCTTC staff?

All six interviewees expressed positive feelings about NCTTC staff.

A strong piece of evidence which gives additional credence to the positive attitudes of these six interviewees, is the overall success of the NCTTC traineeship program. This evaluator's interview with Mr. James Walker, Executive Director of NCTTC, revealed that over 90 per cent of NCTTC trainees had gained union membership since the program's inception in 1972. As of July, 1976 this 90 per cent figure represented 383 trainees and 450 journeymen. (See Exhibit 5 in the Appendix of this report.)

The trainee interviews, and the interview with Mr. Walker show that the ABE Project is providing "the basic education that an adult needs when climbing his particular career ladder....so that previously undereducated and underemployed adults can obtain and maintain gainful employment."

The trainee interviews evaluated student attitudes. An additional determination of success of this objective was to be "performance on tests related to their personal objectives." The positive pre-and-post-test data previously reported in this evaluation's discussion of program objective number one provide evidence of positive performance of ABE students in achieving personal objectives of improving mathematics and reading skills. In addition, the fact that over 90 per cent of all NCTTC trainees achieve union membership indicates positive performance in the eyes of the union which grants this membership.

In summary this evaluator concludes without reservation that objective number two was achieved during 1974 and continues to be achieved.

C. Objective Three

The third objective of the ABE Project as stated in the Project Management Plan dated May 21, 1973 is

> "To provide the incentive, opportunity and guidance for these adults to continue their education. The success of this objective will be indicated each time a student voluntarily attempts to go beyond his initial education goal or enrolls in a class to continue his education beyond the basic level."

As stated in Mr. Orcutt's letter of July 7, 1976 "the procedures to be utilized in assessing this success will be a review of the records of students enrolled in the ABE Project during 1974 to determine how many students enrolled in courses beyond the basic level. The specific nature of these courses will also be determined."

During his on-site visit this evaluator reviewed the academic records of 151 individuals who have been and/or are participating in the ABE Project. Many of these individuals participated in the project during 1974.

Of these 151 individuals thrity-six or 24 per cent took sixty-one ECC courses that the ABE Project Director classified as being beyond the basic level. The courses taken beyond the basic level were:

English 101 - Freshman Composition
URS 181 - Urban Studies
ARC 100 - Blueprint Reading and Drafting
LSP 121 - Labor Studies

All of the 151 students whose records were reviewed had completed ABE courses which had designated course numbers below 100 in C3K (Communication Skills) and Mathematics. In addition most all of these students had completed Construction Trade Curriculum courses designated as CTC 101-102. (These courses were taken for one-half of the same day that a construction trainee was taking ABE courses.) In addition, many of these individuals took two courses (SEC 221 - Business Communications and BUX 141 - Business Math) which were not classified as beyond the basic level.

Given the poor motivational background for education of the ABE students and given the fact that NCTTC trainees' main objective was to achieve union membership, the fact that 24 per cent of those whose records were reviewed took the initiative to complete ECC courses beyond the basic level gives a strong indication that the ABE Project provided "the incentive, opportunity and guidance for these adults to continue their education." On this basis, this evaluator

concludes that objective three has been achieved.

At this time it is appropriate to explain that those students who were classified as ECC ABE students encompassed many individuals other than NCTTC trainees.

Prior to 1974 participants in the Newark Public Employment Program (approximately 150) were enrolled in the ABE Project. During 1974, the time covered by this evaluation, these individuals were no longer in the ABE Project and their involvement is beyond the parameters of this report. A discussion of these individuals' involvement in the program may be found in the report of the previous external evaluator.

Participants in the Allied Health "Career Ladder" Training Program of the New Jersey College of Medicine and Dentistry (approximately 40) were enrolled in the ABE Project prior to and during 1974.

Many individuals enrolled in the ECC Higher Education Career Center which was funded under a Federal grant authorized by Title III of the Higher Education Act - Strengthening Developing Institutions took ABE level courses during calendar year 1974. A discussion of the ABE Project's relationship to the ECC Higher Education Career Center will be presented later in this report, in the section dealing with the impact of the ABE Project beyond the parameters of the USOE 309 (b) Demonstration Grant.

What is important to note is that a number of individuals initially enrolled at the ABE level in the Allied Health Career Ladder Program and the Higher Education Career Center eventually took courses beyond the basic level. This adds additional evidence as to the achievement of objective three. The exact number of those individuals who took such courses cannot be determined because their records are not maintained by the ABE Project.

D. Objective Four

The fourth objective of the ABE Project as stated in the Project

Management Plan dated May 21, 1973 is

> "To develop an instructional strategy which will enable trained associate professionals to teach basic skills in math, reading and communications to adults who are at any functional level from first grade to tenth grade. The success of this objective will be demonstrated by the students' performance on pre-and-post-tests such as the California Tests of Adult Basic Education (TABE)."

As stated in Mr. Orcutt's letter of July 7, 1976 "the procedures utilized in determining the nature of success in achieving this objective will be an analysis of the quantitative results of TABE pre-and-post-tests."

The TABE pre-and-post-test results presented in the previous discussion of objective one show clearly that objective number four has been successfully achieved.

As noted in the discussion of objective one, a unique aspect of this project was the use and training of paraprofessional instructors. The major instructional strategy was to utilize these paraprofessionals to teach the ABE students.

What is also crucial to note is that the paraprofessional (referred to in the project as associate professional) was a member of an instructional team. Exhibit 6 in the Appendix of this report illustrates the organizational structure of the ABE Project. The instructional team came under the supervision of the Project Director, Mr. James Howard, an ABE specialist by virtue of his five years experience in teaching developmental and remedial courses to adults. During 1974 Ms. Betty Smith was the ABE Communication Skills Specialist and Mr. Howard assumed the role of the Computation Skills Specialist. During 1974 seven associate professionals (four more than 1973) and a number of ABE aides completed the instructional team. The ABE specialists assumed most of the responsibility for curriculum development and training of the associate professionals. Although the associate professionals assumed responsibility for much of the

teaching in groups of five to ten students, the specialists were continually available to assist them and to assume instructional responsibilities.

The fact that the associate professionals did teach the basic skills to ABE students and the TABE pre-and-post-test results showed positive development by students indicates that this instructional strategy was a success.

IV. Overall Assessment of the Effectiveness of the ABE Project

In his letter of July 7, 1976 Mr. Orcutt identified four criteria to be utilized in assessing the effectiveness of the ABE Project. The extent to which these criteria have been met will be discussed in this section.

Criteria A

A comparison of the achievement of the four previously stated objectives of this project.

The previous section of this report showed without doubt that each of the four project objectives was achieved. The ABE students showed significantly communication and mathematical skills improvement as evidenced by TABE pre-and-post-test scores. ABE students had positive attitudes towards the program and what it had accomplished for them. Many students were motivated to pursue educational courses beyond the basic level.

Based on the success of ABE students this evaluator concludes that the ABE associate professionals had become effective teachers of urban skills. Objective one and four emphasized the use and training of associate professionals as a significant part of this program.

These criteria of the effectiveness of the ABE Project have been met.

Criteria B

Feelings of achievement described by ABE Project and Newark Construction Trades Training Corporation personnel.

As previously noted this evaluator interviewed the ABE Project Director

and two of the three ABE associate professionals now on staff. (The third was on vacation.) At present this constitutes the ABE Project staff. The evaluator also interviewed the Director of Education, a Shop instructor and the Executive Director of the NCTTC. To a person these individuals expressed positive feelings about the ABE Project. Their positive feelings are substantiated by the quantitative results of the project discussed in the assessment of the achievement of objectives.

This criteria for the effectiveness of the ABE Project has, in the opinion of this evaluator, been met.

Criteria C

The extent and quality of cooperation between Essex County College and community institutions, agencies and businesses regarding the ABE Project.

The Project Director's report, the previous external evaluation of this project and the application for funding submitted to the United States Office of Education for this project show clearly that this project was developed as a result of various constituencies in the city of Newark working together to meet a common problem.

In 1972, Newark's unemployment rate was one of the highest in the country. The educational attainment level of its residents was worse than most other parts of the United States. The area appeared devastated by the riots of 1966.

In an attempt to revitalize the area, numerous major construction projects were initiated in 1971-72. These construction projects could have very little effect on the unemployment rate of the Newark residents because the majority of residents were Black and/or Puerto Rican and the trade unions refused to accept them in the work force.

The unions claimed that these residents did not want to work, were not trained in the skilled trades and were not sufficiently educated so as to be

able to benefit from union trade training programs.

Essex County College, in conjunction with the Affirmative Action Program as developed by the Newark Construction Trades Training Corporation (NCTTC), a community group, used the ABE grant to provide career related basic education to minority construction trainees and to trainees in other careers.

The concept of this project was developed in conjunction with representatives of the model Neighborhood Council, Model Cities Education Task Force, Educational Planners of the Community Development Administration, the Council of Higher Education in Newark (CHEN) and Adult Basic Education Specialists from Essex County College. The advise and counsel of the State and local departments of education are continuously sought and wherever possible incorporated into the program strategy.

In addition to the evidence of achievement presented earlier in this report a more substantial testimony to the extent of community cooperation regarding this project may be found in the following quotation from an article in a Newark newspaper Sunday, May 23, 1976:

> "Admittedly, business has yet to rebound for New Jersey's construction industry, but in one area of its activities - affirmative action as it related to greater employment opportunities for minority types - the attainments already add up to an appreciable advance. Such an overall assessment was voiced again and again earlier in the week as labor and management, public figures and other dignitaries broke bread and bestowed accolades and saluted the success that is the Newark Constructing Trades Training Corporation (NCTTC).
>
> It was the inaugural awards dinner of the NCTTC, possibly the first of its kind in the country marking a program widely recognized as perhaps the most effective in the nation." (See Exhibit 7 in the Appendix of this report for the full text of this article as well as an additional newspaper article.)

Although this dinner focused on the success of NCTTC, this success clearly was reflected on the ABE Project, an integral part of the NCTTC Program. (See Exhibit 8 in the Appendix of this report for Awards Dinner Program.)

Perhaps this criteria of effectiveness of achievement of the ABE Project is the most important in terms of impact on the development of an entire city such as Newark. This criteria has been met without question.

Criteria D

The extent to which the grantee, Essex County College, has promoted the inclusion of the successful aspects of this project into adult education programs supported with funds other than those provided by the USOE 309 (b) Demonstration Grant.

ECC promoted the inclusion of the successful aspects of this project in other adult education programs not only at the same time this project was supported by 309 (b) funds but subsequent to the utilization of those funds.

As mentioned in a previous discussion of assessment of objective three of this project, individuals enrolled at the ABE level in the ECC Higher Education Career Center (hereafter referred to as HECC) utilized the curriculum and sometimes shared instructors with the ABE Project.

The HECC operated from July, 1973 through June 30, 1976 and was supported under a Federal grant made to ECC under Title III of the Higher Education Act - Strengthening Developing Institutions. From January, 1975 through June, 1976 the ABE Project Director acted as the ABE curriculum coordinator for the HECC. The Communication Skills and Math ABE level courses were similar in the HECC and the ABE Project.

Although the HECC project ended as a separate entity in June, 1976, ECC is planning to operate a similar program on its own beginning in the fall of 1976. ABE curriculums and teaching strategies will be used in this program.

Additional evidence of the adaptation of the ABE Project beyond the 309 (b) funding is the fact that the ABE component of the NCTTC program has continued to operate since the termination of 309 (b) funding in December, 1974. From January, 1975 through June, 1976 the ABE Project was supported by NCTTC direct funds and substantial indirect or overhead funds from ECC. Beginning

in July, 1976 both ECC and NCTTC will provide direct operating funds for this project.

This criteria has clearly been met and it is the opinion of this evaluator that ECC and NCTTC will continue to support an ABE Project for many years to come.

V. Summary

This evaluation has shown the successful achievements of the Essex County College ABE Project supported by 309 (b) grant funds. This success has not come easy and there is still one area of program operations that needs to be strengthened. Throughout the life of the ABE Project, both during and after utilization of Federal funds, the ABE staff has had serious problems in keeping accurate records of students. Part of this problem is attributed to the fact that most of the ABE students have additional affiliations with NCTTC, the HECC, etc. and they are on record with these programs. (See Exhibit 9 in the Appendix for a copy of the student record card utilized in the ABE Project.)

However, the main problem of record keeping comes from lack of clerical staff for the ABE Project. Since its inception, the ABE Project has not had full-time clerical/secretarial staff. Part-time college work-study students have done an admirable job to fill this gap but this support has not done the job. Hopefully, at some point in time adequate clerical/secretarial assistance will be provided for this program.

This evaluation would be remiss if note were not made of the receptiveness of ABE staff to recommendations made to improve its operations. The previous external evaluation of this project (covering the period up to December, 1973) made a number of recommendations. A letter to Mr. Howard (See Exhibit 10 in the Appendix) from this evaluation indicates the positive action taken on these recommendations.

VI. Conclusions

Little else needs to be said than to conclude that this ABE Project has been an overwhelming success.

At this time this evaluator would like to make the following subjective comment based on his own personal and professional experience.

Having grown up in the City of New York this evaluator developed an acute sense of the problems of a major urban area. Although Newark is not New York, it has many similar problems. This ABE Project, in conjunction with the NCTTC program, has touched people whom our society frequently wishes to forget. Individuals in this program have come from conditions of severe unemployment, poor educational opportunities, drug addiction and crime. They are truly the deprived of urban societies. Out of this environment has come hope and positive attitudes toward education and employment. What better use could be made of resources, be they Federal, state, local or from the private sector.

the junior and community college institute

JACK ORCUTT

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1955-59 Assistant Director of Kings Crown Activities, Columbia University

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Phi Delta Kappa
American Association of Community and Junior Colleges (individual member)
Association of College Unions - International (professional member)

Publications

"How to Staff a Student Union", proceedings of the 1967 international conference of the Association of College Unions - International, Fall, 1967.

"How Deans and Students See It", Junior College Journal, February, 1969.

Focus on Action: Developing Junior Colleges Handbook, edited by Jack Orcutt and Selden Menefee, May, 1969.

"Federal Relations in Community and Junior Colleges: Preliminary Results of a Study", published by the National Council for Resource Development, September, 1974.

"A Federal Glossary", edited by Jack Orcutt, published by the National Council for Resource Development, October, 1975.

Community Service

1962-63 Coach, Babe Ruth League Baseball Team, Hyde Park, New York

1963 Dutchess Area Community Chest Budget Panelist, Poughkeepsie, New York

1965-67 Board of Directors, Dutchess County Neighborhood Service Organization, Poughkeepsie, New York

1968 - present Coach, Boys Baseball Association, Potomac, Maryland

1971-72 PTA President, Potomac Elementary School, Potomac, Maryland

1974 - present Board of Directors, Potomac Boys Club, Potomac, Maryland

1975 Coach, Potomac Boys Club Basketball Team, Potomac, Maryland

Hobbies

Guitar, Banjo, Piano, Golf

Exhibit 2

THE JUNIOR AND COMMUNITY COLLEGE INSTITUTE

A Washington, D.C. Based
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Staff and Curriculum Development
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the junior and community college institute

July 7, 1976

Mr. James Howard, Director
Aduct Basic Education Project
Essex County College
370 Orange Street
Newark, New Jersey 07103

Dear Jim:

As you requested stated below are the procedures and criteria to be utilized in the external evaluation of the Essex County College Adult Basic Education Project (hereafter referred to as ABE) for the period January 1 through December 31, 1974.

I. Procedures to be used in assessing the effectiveness of the ABE Project in achieving its four objectives.

Objective One. Essex County College's descriptive material regarding the ABE Project stated that "the degree of success for this objective is to be measured as the degree of academic progress of students receiving basic education". The procedure to be utilized in assessing this success will be a review of available pre-and-post test scores for students enrolled in the project during the 1974 calendar year.

Objective Two. Essex County College's descriptive material regarding the ABE Project stated that "success of this objective will be determined by evaluating students' attitudes as well as their performance on tests related to their personal objectives". The procedure to be utilized in assessing this success will be to interview those students who are currently available who were enrolled in the project during the 1974 calendar year. These interviews will follow the interview guide which may be found in Part III of this description. In addition, available information on performance tests related to students personal objectives will be reviewed to determine if any conclusions can be drawn from this data.

Objective Three. Essex County College's descriptive material regarding the ABE Project stated that "the success of this objective will be indicated each time a student voluntarily attempts to go beyond his/her initial educational goal or enrolls in a class to continue his/her education beyond the basic level. The procedures to be utilized in assessing this success will be a review of the records of students enrolled in the ABE Project during 1974 to determine how many students enrolled in courses beyond the basic level. The specific nature of these courses will also be determined.

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Objective Four. Essex County College's descriptive material regarding the ABE Project stated that "the success of this objective will be demonstrated by the students' performance on pre-and-post tests such as the California Test of Adult Basic Education (TABE). TABE pre-and-post test results are available for students enrolled in the ABE Project during 1974. The procedure utilized in determining the nature of success in achieving this objective will be an analysis of the quantitative results of TABE pre-and-post tests.

II.. Criteria that will be used in assessing the effectiveness of the ABE Project.

A. A comparison of the achievement of the four objectives referred to in Part I of this description, including a determination of what factors either enabled or precluded the accomplishment of these objectives.

B. Feelings of achievement described by ABE Project and Newark Construction Trades Training Corporation personnel. This assessment will be undertaken by way of interviews with available personnel.

C. The extent and quality of cooperation between Essex County College and community institutions, agencies and businesses regarding the ABE Project.

D. The extent to which the grantee, Essex County College, has promoted the inclusion of the successful aspects of this project into adult education programs supported with funds other than those provided by the USOE 309 (b) Demonstration Grant.

III. Evaluation instruments to be applied in this evaluation.

The only evaluation instrument to be utilized will be an interview guide which will form the basis for discussion with students referred to under Part I - Objective Two above.

Sincerely,

Jack Orcutt
Executive Director

attachment

Interview Guide for
Discussions with Essex County College
A.B.E. Project Students

1. Reason for entering program.

2. What did you expect from the program? (I.e., What were your personal objectives?)

3. Were these expectations realized? (I.e., Were these objectives realized?)

4. Do you have positive feelings about the program?
   If yes, why?
   If no, why?

5. What are your feelings about A.B.E. Project staff?

6. What are your feelings about NCTTC staff?

7. Do you have other comments or reactions concerning the program?

THE FINAL 21 PAGES OF THIS DOCUMENT, CONSISTING OF PROJECT BROCHURES AND OTHER PROMOTIONAL MATERIALS, WERE REMOVED PRIOR TO ITS SUBMISSION TO THE ERIC DOCUMENT REPRODUCTION SERVICE DUE TO POOR REPRODUCIBILITY.

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FEB 18 1977

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